

**A STUDY OF COHESION IN CLASSIFICATION ESSAYS BY
STUDENTS OF ENGLISH STUDY PROGRAM AT
BRAWIJAYA UNIVERSITY**

THESIS

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THESIS

**Presented to
Brawijaya University
In partial fulfillment of the requirements
for the degree of *Sarjana Sastra***

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ABSTRACT

Nafisah, Nurin. 2014. *A Study of Cohesion in Classification Essays by Students of English Study Program at Brawijaya University*. Study Program of English, Brawijaya University. Supervisor: Syariful Muttaqin; Co-supervisor: Yana Shanti Manipuspika.

Keywords: cohesion, cohesive device, grammatical cohesion, lexical cohesion

This research is about the analysis of grammatical and lexical cohesive devices used in classification essays made by the fourth semester students of English Study Program at Brawijaya University by using Halliday and Hasan's (1976) and Renkema's (2004) theories on English cohesion. There are three objectives in this research, namely: (1) to find out the types of grammatical and lexical cohesive devices used in the classification essays; (2) to find out the frequency of grammatical and lexical cohesive devices used in the classification essays, and (3) to investigate the reference units made in the classification essays.

This study uses both quantitative and qualitative approaches. Quantitative approach is used to measure the frequency of the grammatical and lexical cohesive devices used in the classification essays. While, qualitative approach is used to describe in detail about the analysis of the grammatical and lexical cohesive devices found in the classification essays. Descriptive study in textual analysis is applied in this study to analyze five classification essays written by the fourth semester students of English Study Program in Brawijaya University.

This study reveals that the grammatical cohesive devices used in students' classification essays are reference (personal, demonstrative and comparative), conjunction (additive, adversative, causal, temporal and other conjunction), verb substitution, nominal ellipsis and clausal ellipsis. In addition, the lexical cohesive devices used in the students' classification essays are the same word repetition, synonymy, hyponymy, superordinate, antonymy, general word and collocation. In terms of frequency, the most frequently used grammatical cohesive device is personal reference, counted 59 or 23.01%, and the most frequently used lexical cohesive device is the same word repetition, which is 221 or 78.93%. After all, the use of both grammatical and lexical cohesion is to maintain the coherence of the facts and ideas in the essays.

The writer suggests that English learners should learn more about how cohesive devices are used correctly and effectively. Besides, for the lecturers, they can use this study as the enrichment in Discourse Analysis material. Also, she suggests for the next researcher to conduct similar study, but using another form of essays or broaden the scope of the analysis.

ABSTRAK

Nafisah, Nurin. 2014. *Kajian Kohesi Pada Esai Klasifikasi oleh Mahasiswa Sastra Inggris di Universitas Brawijaya*. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Syariful Muttaqin (II) Yana Shanti Manipuspika

Kata Kunci: kohesi, piranti kohesi, kohesi gramatikal, kohesi leksikal

Penelitian ini tentang analisa piranti kohesi gramatikal dan leksikal yang digunakan dalam esai klasifikasi, yang ditulis oleh mahasiswa Program Studi Sastra Inggris di Universitas Brawijaya, menggunakan teori kohesi dalam Bahasa Inggris Halliday dan Hasan (1976) dan Renkema (2004). Ada tiga tujuan pada penelitian ini, yaitu: (1) untuk mengetahui jenis piranti kohesi gramatikal dan leksikal yang digunakan dalam esai klasifikasi, (2) untuk mengetahui kekerapan penggunaan piranti kohesi gramatikal dan leksikal yang digunakan dalam esai klasifikasi, (3) untuk meneliti kata yang dijadikan acuan dalam esai klasifikasi.

Studi ini menggunakan pendekatan kuantitatif dan kualitatif. Pendekatan kuantitatif digunakan untuk mengukur kekerapan penggunaan piranti kohesi gramatikal dan leksikal yang digunakan dalam esai klasifikasi. Sedangkan pendekatan kualitatif digunakan untuk mendeskripsikan secara mendalam tentang piranti kohesi gramatikal dan leksikal yang ditemukan dalam esai klasifikasi. Studi deksripsi secara tekstual digunakan karena studi ini menganalisa lima esai klasifikasi yang ditulis oleh mahasiswa semester empat Program Studi Sastra Inggris di Universitas Brawijaya.

Studi ini menunjukkan bahwa piranti kohesi gramatikal yang digunakan oleh mahasiswa dalam esai klasifikasi antara lain referensi (personal, demonstratif dan komparatif), konjungsi (penambahan, pertentangan, sebab-akibat, tujuan, dan konjungsi lain), substitusi verbal, elipsis nominal dan elipsis klausal. Selain itu, piranti kohesi leksikal yang digunakan oleh mahasiswa dalam esai klasifikasi adalah pengulangan, padan kata, hiponimi, superordinat, lawan kata, istilah umum dan sanding kata. Dalam hal kekerapan penggunaan, piranti kohesi gramatikal yang paling sering digunakan adalah referensi personal sebanyak 59 kali atau 23.01%, dan kohesi leksikal yang paling sering digunakan adalah pengulangan sebanyak 221 kali atau 78.93%. Penggunaan kohesi gramatikal dan leksikal adalah untuk menjaga keterpaduan fakta dan ide yang disajikan dalam esai tersebut.

Penulis menyarankan kepada mahasiswa Bahasa Inggris untuk belajar lebih jauh tentang bagaimana piranti kohesi digunakan secara benar dan efektif. Disamping itu, para pengajar dapat menjadikan studi ini untuk memperkaya bahan ajar Analisa Wacana. Penulis juga menyarankan pada peneliti selanjutnya untuk melakukan penelitian serupa, tetapi dengan menggunakan jenis esai lainnya atau dengan memperluas ruang lingkup penelitian.

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